EPSOM COLLEGE MALAYSIA

Academic Integrity Policy

Date: Jun 2026
Review Date: Jun 2027
Responsibility: Deputy Head Academic

1. Introduction

This policy sets out how academic integrity is upheld in the Senior School. It reflects the School's values of Kindness, Integrity, and Ambition, is consistent with the IB Learner Profile, and aligns with the requirements of all awarding bodies, including Cambridge, Pearson Edexcel, Pearson BTEC, and the International Baccalaureate.

Academic integrity is built on honesty, fairness, trust, respect, and responsibility. Pupils must submit work that is their own and acknowledge the ideas, words, data, images, or code of others. The policy also covers the ethical use of Artificial Intelligence (AI) and translation tools. AI may support learning, for example by clarifying ideas, testing understanding, or generating practice questions. AI must not generate or substantially compose assessed work. Where AI tools are used during the development of ideas, students must acknowledge how the tool influenced their thinking and remain responsible for the final work submitted.

This policy applies to all forms of academic work, including classwork, homework, coursework, portfolios, projects, Internal Assessments (IAs), Extended Essays (EEs), Non-Exam Assessments (NEAs), the Extended Project Qualification (EPQ), the Higher Project Qualification (HPQ), BTEC assignments, and public examinations.

For JCQ regulated qualifications, students must have the marks of their NEAs disclosed to them. Grades should not be disclosed to the student as these are decided by the examboard and cannot be known until after the external moderation process.

Once marks are disclosed to students, they must be provided with at least five working days to review the explanation of marks. Students then have the right to request a review of marking. This process must take place before marks are submitted to the exam board for moderation. HoDs will need to ensure that marks are disclosed to students with sufficient time for the review of marking to take place before external submission. Any review of marking will be carried out by another member of the department not involved in its initial assessment.

The School uses a consistent referencing convention across programmes. Students are explicitly taught how to acknowledge sources appropriately in written, oral, visual, and digital work.

Academic Integrity in the IB Career-related Programme (CP)

In the IB Career-related Programme, academic integrity applies to both academic and applied learning. Students produce written, oral, collaborative, and practical work across Diploma Programme subjects, the Reflective Project, Personal and Professional Skills, Service Learning, and career-related study.

Authenticity therefore includes not only written work but also presentations, project documentation, design work, data collection, practical tasks, and collaborative outputs. Students must be able to explain their contribution and decision-making process in all assessed work.

2. Aims

The School aims to:

- establish a consistent culture of academic honesty across all programmes
- protect the validity of assessment and maintain the School's reputation with awarding bodies
- teach pupils how to uphold integrity, including research, citation, responsible collaboration, and the ethical use of AI and translation tools
- clarify acceptable and unacceptable practices
- ensure that teachers and leaders verify the authenticity of pupil work
- apply sanctions fairly and consistently
- involve parents and guardians in supporting pupils' responsibility for integrity

3. Expectations for Pupils

Pupils are expected to:

- submit only authentic work that reflects their own learning
- cite ideas, words, data, images, or code taken from others using the School's referencing conventions
- declare any use of AI tools, stating the tool name, the prompt used, and the date
- keep drafts, notes, and records to show how their work has developed
- use AI responsibly for learning support but not to generate assessed work
- keep drafts, notes, and records to evidence their process
- distinguish between legitimate collaboration and collusion
- comply with awarding body regulations for assessments and examinations
- seek clarification from teachers whenever unsure about expectations
- be able to explain the reasoning and decisions behind submitted work when asked
- clearly identify individual contributions within group or collaborative tasks
- maintain research logs or process journals where required (e.g. Reflective Project)
- ensure data collected in investigations or projects is genuine and accurately recorded

- acknowledge assistance from teachers, peers, industry mentors, or external experts

4. Use of Translation Tools

The School recognises that translation tools may have a role in research but can undermine assessment when misused.

Permitted uses:

- translating research sources to aid understanding, followed by the pupil's own analysis and paraphrasing
- acknowledged use in a bibliography or note explaining how the tool was used

Not permitted:

- using translation tools to write assessed work in a language subject
- drafting in one language and translating into the assessment language
- replacing a pupil's own ability to express ideas in the language being assessed

Any misuse of translation tools will be treated as academic misconduct.

5. Recognition of Good Practice

The School promotes integrity by:

- commending well-referenced and original work
- awarding merits or diamond distinctions for independent research of high quality
- highlighting integrity in reports and tutor feedback
- celebrating pupils who act with honesty and responsibility in their studies

6. Academic Misconduct

Academic misconduct is behaviour that results in, or could result in, unfair advantage or disadvantage in assessments. Categories include:

- *Plagiarism:* presenting another person's work or AI-generated material as one's own
- *Collusion:* assisting another pupil to act dishonestly, such as by sharing work for copying
- *Duplication:* submitting the same work for more than one component
- *Falsification:* inventing or altering data, citations, or records
- *Examination Misconduct:* using unauthorised materials, disruptive behaviour, or sharing exam content
- *Inappropriate Content:* submitting offensive or obscene material.

7. Authenticity in Collaborative and Applied Work

Some programmes require collaboration. Collaboration is permitted when the task requires shared investigation or discussion. However, the final submitted work must represent the student's own understanding and contribution.

Collusion occurs when a student submits work that is substantially the same as another student's work or cannot demonstrate ownership of the ideas presented. Examples include:

- joint writing of reports
- copying project documentation
- shared scripts or presentation text
- jointly produced reflections presented as individual work

8. Sanctions

Sanctions are applied in proportion to intent and seriousness:

- First unintentional instance: guidance and the chance to resubmit
- Repeated unintentional instances: further guidance; work may not be resubmitted; subsequent cases treated as intentional
- First intentional instance (internal work): mark of zero, written warning, and parents informed
- Second intentional instance (internal work): mark of zero, formal disciplinary warning, and possible escalation to exclusion
- Official awarding body assessments (IB, IGCSE, GCSE, A level, EPQ, HPQ, BTEC): referred to the awarding body, which may impose penalties including loss of marks, no grade, or disqualification
- For IB Career-related Programme components, the School may refuse authentication of work where authenticity cannot be verified. In such cases, the work cannot be submitted to the IB and the student may be unable to receive the qualification.

Pupils will always have the opportunity to explain their perspective during any investigation, and parents will be informed and involved where appropriate.

9. Right to Appeal

The School recognises that pupils must have access to a fair and transparent process if they wish to contest a decision relating to academic misconduct.

- **Grounds for Appeal**

  Pupils may appeal if they believe that:
  - the decision was not supported by sufficient evidence;
  - procedures outlined in this policy were not followed correctly;
  - the sanction applied was disproportionate to the nature of the misconduct.
- **Process**
  - Appeals must be submitted in writing to the relevant Head of Section (or equivalent senior leader) within five school days of the sanction being communicated.
  - The appeal should state the grounds clearly and provide any supporting evidence.
  - A senior staff member not previously involved in the case (e.g. Deputy Head or Headmaster) will review the appeal.

- **Outcome**
    - The reviewer will consider the evidence, may meet with the pupil and parents, and will decide to uphold, amend, or overturn the original decision.
    - The outcome will be communicated in writing within ten school days of receipt of the appeal.
    - The decision of the Headmaster (or delegate) will be final at School level.

- **Awarding Body Cases**
    - Where the case has been referred to an external awarding body (e.g. IB, Cambridge, Pearson Edexcel, Pearson BTEC), the School will advise pupils and parents on the awarding body's own appeal procedures.
    - The School will support pupils in accessing these procedures where appropriate, but the final decision rests with the awarding body.

10. Programme-Specific Notes

- *IB Career-related Programme (CP):* applies to Diploma subjects, Reflective Project, PPS, Service Learning, and career-related study. Students must demonstrate authenticity in written, oral, collaborative, and practical work. Supervisors confirm authenticity before submission. The School may withhold authentication where concerns remain unresolved.
- *A level:* applies to NEAs, coursework, and the Extended Project Qualification (EPQ). Authenticity statements must be signed by pupils and supervisors.
- *IGCSE and GCSE:* applies to coursework, NEAs, and the Higher Project Qualification (HPQ). Pupils must show that all submitted work is their own. Translation tools must not be used for language subjects but may support research when acknowledged.
- *BTEC:* applies to portfolios, projects, and assignments. Authenticity declarations must be signed. Teachers are required to verify drafts and final submissions. Malpractice, including plagiarism, collusion, or unauthorised use of AI, must be reported to Pearson.

11. IB Career-related Programme Requirements

Reflective Project

Students must maintain evidence of their research process, sources consulted, and development of their argument. They may discuss ideas with supervisors but must independently construct the final work and presentation. Supervisors may provide guidance on structure and research skills but must not edit, rewrite, or direct the content of the student's argument.

Personal and Professional Skills (PPS)

Discussion and teamwork are encouraged. However, reflections and submitted evidence must be individually produced and must represent the student's own understanding.

Service Learning

Students may work in groups, but each student must demonstrate personal engagement, contribution, and reflection. Fabricated participation or retrospective completion of reflections constitutes misconduct.

Career-related Study (e.g. BTEC)

All practical, written, and portfolio evidence must be authentic. Assistance may be given through teaching and feedback but must not direct students toward a specific solution or outcome.

12. Roles and Responsibilities

Upholding academic integrity is a shared responsibility across the School community. The following outlines the specific responsibilities of pupils, teachers, leaders, parents, and governors.

Pupils

- produce authentic work and cite sources accurately
- retain drafts and evidence of process
- ask for guidance when uncertain

Teachers

- model academic integrity in teaching and assessment
- provide clear expectations for assignments
- verify authenticity through drafts, version histories, and pupil discussion
- refuse authentication if authenticity cannot be confirmed
- report suspected misconduct to the appropriate coordinator or examinations officer
- monitor process evidence (drafts, reflections, research logs, rehearsal discussions, and viva-style questioning) to confirm authenticity in project-based work
- formally confirm the authenticity of student work before submission to awarding bodies in accordance with IB and Pearson regulations

IB Coordinator, Examinations Officer, and Senior Leadership

- communicate the policy clearly and ensure accessibility
- provide training on academic integrity, referencing, and ethical use of AI and translation tools
- monitor consistency in sanctions and reporting
- liaise with awarding bodies where required

Parents and Guardians

- review and understand the policy
- support pupils in meeting deadlines and working responsibly

- reinforce the value of integrity at home

Governors

- endorse the principles of academic integrity
- ensure alignment with awarding body regulations

Supporting Structures

- Students receive explicit instruction in academic integrity before beginning major assessed work, including internal assessments, the Reflective Project, and extended coursework. This includes guidance on citation, collaboration, use of sources, and responsible use of AI tools.
- Plagiarism detection tools (such as Turnitin or originality checkers in Google Classroom) may be used to support pupils in learning correct citation and to verify authenticity.
- Pupils and parents may be asked to sign an Academic Integrity Agreement when entering key programmes such as IGCSE, IB, A level, BTEC, EPQ, or HPQ.
- The School may require viva voce discussions to confirm authorship of coursework, projects, or presentations, particularly in the IB Career-related Programme.

13. Review

This policy will be reviewed annually for compliance with awarding body regulations and fully revised every three years. It will be communicated through the pupil and parent handbooks, digital platforms, and during induction programmes.